San José State University
Sociology and Interdisciplinary Social Sciences Department
Sociology 162 Section 02: Race and Ethnic Relations, Spring 2015

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<tr>
<th>Instructor:</th>
<th>Dr. DuCros</th>
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<tr>
<td>Office Location:</td>
<td>DMH 212</td>
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<tr>
<td>Telephone:</td>
<td>(408) 924-5325</td>
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<tr>
<td>Email:</td>
<td><a href="mailto:faustina.ducros@sjsu.edu">faustina.ducros@sjsu.edu</a></td>
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<td>Office Hours:</td>
<td>Monday/Wednesday 4:15-5:15, and by appointment</td>
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<td>Class Days/Time:</td>
<td>Monday/Wednesday 3:00-4:15 pm</td>
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<td>Classroom:</td>
<td>DMH 226A</td>
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<td>Prerequisites:</td>
<td>Passage of WST, Upper Division standing, and completion of CORE GE</td>
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<td>GE/SJSU Studies Category:</td>
<td>Area S: Self, Society &amp; Equality in the U.S.</td>
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**Course Format**
This course will be conducted like a seminar-style class, where class discussions will require your active participation as we closely examine the course readings, mini-lecture material, and documentary films. To enhance participation, some in-class activities will require the use of an iClicker remote ($7 registration), or a free iClicker app that can be used on a smart phone, tablet, or computer that can wirelessly connect to the internet. Quizzes will be administered through Canvas.

**Faculty Web Page and MYSJSU Messaging**
Course materials such as syllabus, handouts, notes, assignment instructions, announcement, and quizzes, etc., can be found on the Canvas learning management system course website. You are responsible for regularly checking with the Canvas messaging system via MySJSU and your email to learn of any updates. Please make sure that your email settings in Canvas are adjusted to receive class messages at your current email immediately after they are posted.

**Course Description and Goals**
The catalog description of Sociology 162 is as follows: Analysis of racial and ethnic groups in American society; contacts and conflicts; prejudice and discrimination; dominant and subordinate group status; social structure of racial and ethnic inequality within society. Comparison of global race and ethnic relations.

**Goals:** We will study key theories, debates, and empirical examples of social patterns related to race and ethnicity, including analyzing definitions of race and ethnicity, forms of prejudice and discrimination; various sites of racial and ethnic inequality and privilege (such as the economy
and, housing, educational institutions, immigration status, media, and everyday life); and the various ways that race and ethnicity are constructed and influence intra- and intergroup dynamics. The course will examine the racial and ethnic experiences of a range of individuals and communities. The themes described here are only a sampling of those relevant to this broad field, but they will be a starting point for your exploration of the subject. Throughout the course we will develop and exercise the skills necessary for critical examination of the field of race and ethnicity. In addition, your participation in the course will help you develop your skills in effective research, writing, and public communication.

**GE Learning Outcomes (GELO)**

Upon successful completion of this course, students will be able to:

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<tr>
<th>GE Learning Outcome</th>
<th>Activities</th>
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<td>GELO 1: Describe how identities (e.g., religious, gender, ethnic, racial, class, sexual orientation, disability, and/or age) are shaped by cultural and societal influences within contexts of equality and inequality;</td>
<td>Course readings, documentary film analysis, active class discussion participation, reading questions, content analysis paper and presentation, peer reviews, and quizzes.</td>
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<td>GELO 2: Describe historical, social, political, and economic processes producing diversity, equality, and structured inequalities in the U.S.;</td>
<td>Course readings, documentary film analysis, active class discussion participation, reading questions, content analysis paper and presentation, peer reviews, and quizzes.</td>
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<td>GELO 3: Describe social actions which have led to greater equality and social justice in the U.S.;</td>
<td>Course readings, documentary film analysis, active class discussion participation, reading questions, content analysis paper and presentation, peer reviews, and quizzes.</td>
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<td>GELO 4: Recognize and appreciate constructive interactions between people from different cultural, racial, and ethnic groups within the U.S.</td>
<td>Course readings, documentary film analysis, active class discussion participation, content analysis paper and presentation, and peer reviews.</td>
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Students are strongly encouraged to take courses to satisfy GE Areas R, S, and V from departments other than their major department.

**Course Learning Outcomes**

Upon successful completion of this course, students will be able to:

CLO 1: Critically read and analyze primary source research about race and ethnicity
CLO 2: Critically analyze race and ethnicity in news media
CLO 3: Conduct, write-up, discuss, and present research project that applies course concepts about race and ethnicity

The activities that contribute to achieving the CLOs include: Course readings (peer-reviewed journal articles, book chapters), documentary film analysis, content analysis paper and presentation, peer reviews, active discussion participation, reading questions, and quizzes.
Required Texts/Readings/Materials

Readings
Available online through Canvas or through the Library.

Other equipment/material requirements
iClicker Technology:
There will be in-class reading questions and participation opportunities that will require an iClicker or smart phone, tablet, or computer.

You will need to download and register the iClicker app for a smart phone, tablet, or laptop to participate in class activities. Alternatively, you may borrow an iClicker from eCampus and pay a $7 registration fee.

NOTE: You are responsible for bringing a functioning iClicker device to each class. You should arrange to make sure your device is charged and/or have a back up method of participating (charger, laptop, tablet) with iClicker technology so that you can be awarded applicable points for that day.

Library Liaison
Kathryn Blackmer Reyes, Kathryn.BlackmerReyes@sjsu.edu, 408-808-2097

Course Requirements and Assignments
The class will be a combination of discussion-oriented sessions, mini-lecture material, and documentary film analysis. I reserve the right to adjust the syllabus as needed, but I will always give you advanced notice via class announcements and/or Canvas.

SJSU classes are designed such that in order to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. More details about student workload can be found in University Policy S12-3 at http://www.sjsu.edu/senate/docs/S12-3.pdf.

If you choose not to turn in the assignments or if you miss several classes, you run the risk of not being able to pass the course with your desired grade. Your success in the class will be based on completing the following elements:

Participation
15% In-class Participation
All of the readings on the syllabus are required (unless otherwise noted) and you are expected to complete them by the class meeting for which they are assigned so that you can actively participate in discussions. Participation also involves talking about your own research project, small group work, presentation peer reviews, and pop reading questions. Some of these activities will require iClicker technology using a smart phone, tablet, computer, or iClicker remote.
10% Discussion leadership for selected class readings
You are expected to play an active role in the class by sharing with your peers and the instructor the responsibility for directing the weekly discussions and writing a short reading journal once during the quarter. You will sign up for discussion leader days on Canvas and the reading journal is due in class the day you serve as leader.

10% Creative Research Presentation
You will report on your research at the end of the semester by creating an in-class multimedia presentation (such as PowerPoint or Prezi). You must upload your presentation by 5pm the day before your presentation.

The University states that “Students should attend all meetings of their classes, not only because they are responsible for material discussed therein, but because active participation is frequently essential to insure maximum benefit for all members of the class.” (University policy F69-24 at http://www.sjsu.edu/senate/docs/F69-24.pdf).

If you miss many classes (including extreme tardiness or leaving early) you will have fewer opportunities to participate and your grade will suffer. You must contact me before class if you will miss an assignment and you must have a legitimate reason for being absent (e.g., documented illness, family emergency, etc.). If you simply choose not to participate, it will negatively affect your overall grade.

With that said, if you are concerned about participating in discussions—please do not worry! Come see me and we can work on strategies to improve your participation.

Research Project
15% Data Analysis Assignment
10% Peer Review
20% Completion of 4-5 page report of findings

This semester you will complete a news media content analysis research project on an issue related to race and ethnicity. You will turn in a data analysis assignment of your content analysis sources, a peer review draft, and a completed research report. (More detailed instructions for the project will be provided.)

Quizzes/Mini-Exams
20% 3 Multiple choice/fill in blank, short answer quizzes. One quiz will be dropped.

Grading Policy

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<tr>
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<th>Excellent</th>
<th>Above Average</th>
<th>Average</th>
<th>Below Average</th>
<th>Unsatisfactory</th>
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<td>98-100</td>
<td>88-89</td>
<td>78-79</td>
<td>68-69</td>
<td>0-59</td>
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<td>A+</td>
<td>B+</td>
<td>C+</td>
<td>D+</td>
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Please keep all graded work until final grades have been issued. Any disagreements with the
grade of any assignment must be submitted to me within 3 days in writing specifying how an error was made in the assignment of points. Grade re-evaluations are not done over e-mail or in the classroom, and take into account previous unnoticed strengths and weaknesses. Please make an appointment to discuss grades—I cannot discuss grades over email. If you need a grade verification filled out, please contact me via email to arrange a time to complete it—I will not be able to sign it on the spot during class meetings.

**Extra Credit**
There will be at least one opportunity for extra credit this semester. Extra credit assignments will involve attending an event and writing up a 2-page reflection within 2 days. The event is the Second Annual SJSU Cultural Showcase, which is scheduled for Thursday, April 23, 2015 from 6:00-9:00 p.m. in the new Student Union Ballroom.

**Late Work**
Late work will have an impact on the grade you receive. Each day the assignment is late will result in a 5% grade reduction. I will only accept late assignments up to 3 calendar days past the due date. In-class participation points cannot be made up.

**Regarding SJSU Studies Areas R, S, and V**
Students are strongly encouraged to take courses to satisfy GE Areas R, S, and V from departments other than their major department. Passage of the Writing Skills Test (WST) or ENGL/LLD 100A with a C or better (C- not accepted), and completion of Core General Education are prerequisite to all SJSU Studies courses. Completion of, or co-registration in, 100W is strongly recommended. A minimum aggregate GPA of 2.0 in GE Areas R, S, & V shall be required of all students. See [University Policy S14-5](http://www.sjsu.edu/senate/docs/S14-5.pdf).

**Classroom Protocol**
Respectful participation is expected of all students. This includes being on time and staying for the whole class period, preparing the readings, and bringing materials needed to actively participate. Most importantly, this means showing fellow members of our learning community a level of professional courtesy that facilitates an open environment where the potentially difficult and sensitive ideas that are a part of this course can be explored fully. This does not mean that members of the class community cannot disagree with one another. But you must be thoughtful and respectful about the way you challenge someone’s argument without attempting to invalidate the individual’s experiences, statuses, or memberships.

This also means that students will be attentive to everyone in the class when they have the floor. This includes staying awake (!) and not using computers, phones, and other devices in ways that are disruptive—the only accepted uses for electronics are for taking notes, participating with iClicker, or for having course readings available in class. If you are sleeping, using Twitter/Facebook/email, etc. during class, I reserve the right to ask you to stop, and this activity may negatively affect your participation grade.
University Policies
General Expectations, Rights and Responsibilities of the Student
As members of the academic community, students accept both the rights and responsibilities incumbent upon all members of the institution. Students are encouraged to familiarize themselves with SJSU’s policies and practices pertaining to the procedures to follow if and when questions or concerns about a class arises. See University Policy S90-5 at http://www.sjsu.edu/senate/docs/S90-5.pdf. More detailed information on a variety of related topics is available in the SJSU catalog, at http://info.sjsu.edu/web-dbgen/narr/catalog/rec-12234.12506.html. In general, it is recommended that students begin by seeking clarification or discussing concerns with their instructor. If such conversation is not possible, or if it does not serve to address the issue, it is recommended that the student contact the Department Chair as a next step.

Academic Integrity
Your commitment, as a student, to learning is evidenced by your enrollment at San Jose State University. The University Academic Integrity Policy S07-2 at http://www.sjsu.edu/senate/docs/S07-2.pdf requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The Student Conduct and Ethical Development website is available at http://www.sjsu.edu/studentconduct/.

This includes properly citing other people’s work (including the internet), not re-using your own papers or assignments from other courses, not submitting the same work to more than one class simultaneously, or other similar practices. If you have a topic overlap with another course you must see me to arrange for an appropriate solution.

Campus Policy in Compliance with the American Disabilities Act
If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 at http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf requires that students with disabilities requesting accommodations must register with the Accessible Education Center (AEC) at http://www.sjsu.edu/aec to establish a record of their disability.

Accommodation to Students’ Religious Holidays
San José State University shall provide accommodation on any graded class work or activities for students wishing to observe religious holidays when such observances require students to be absent from class. It is the responsibility of the student to inform the instructor, in writing, about such holidays before the add deadline at the start of each semester. If such holidays occur before the add deadline, the student must notify the instructor, in writing, at least three days before the date that he/she will be absent. It is the responsibility of the instructor to make every reasonable effort to honor the student request without penalty, and of the student to make up the work missed. See University Policy S14-7 at http://www.sjsu.edu/senate/docs/S14-7.pdf.

Dropping and Adding
Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester’s Catalog Policies section at http://info.sjsu.edu/static/catalog/policies.html. Add/drop deadlines can be found on the current
academic year calendars document on the Academic Calendars webpage at http://www.sjsu.edu/provost/services/academic_calendars/. The Late Drop Policy is available at http://www.sjsu.edu/aars/policies/datedrops/policy/. Students should be aware of the current deadlines and penalties for dropping classes.

Information about the latest changes and news is available at the Advising Hub at http://www.sjsu.edu/advising/.

Consent for Recording of Class and Public Sharing of Instructor Material
University Policy S12-7, http://www.sjsu.edu/senate/docs/S12-7.pdf, requires students to obtain instructor’s permission to record the course.

• Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor’s, your fellow students’, and any guests’ permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.

• Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.

SJSU Writing Center
Since you will have writing assignments that make up a significant portion of your grade, it is advisable to visit the SJSU Writing Center located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the Writing Center website at http://www.sjsu.edu/writingcenter.

SJSU Counseling Services
The SJSU Counseling Services is located on the corner of 7th Street and San Fernando Street, in Room 201, Administration Building. Professional psychologists, social workers, and counselors are available to provide consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit Counseling Services website at http://www.sjsu.edu/counseling.
## SOCI 162 RACE AND ETHNIC RELATIONS, SPRING 2015 COURSE SCHEDULE
(Subject to change with fair notice via Canvas)

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<th>Week</th>
<th>Date</th>
<th>Topics, Readings, Assignments, Deadlines</th>
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<tr>
<td>1</td>
<td>1/26</td>
<td>Introductions and Syllabus Review</td>
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<td>Film: Clip from “Cracking the Codes: Joy DeGruy A Trip to the Grocery Store.”</td>
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| 1    | 1/28  | **Race and Ethnicity: History, Concepts, Theories, and Implications**  
American Sociological Association Statement on Race  
Film: Clip from PBS, “Race: The Power of an Illusion. Episode 1.” |
| 2    | 2/2   | **Race and News: Background for Content Analysis Project**  
| 2    | 2/4   | **Library Session: Research Skills for Content Analysis Project**  
Meet in Room 213 MLK Library! |
| 3    | 2/9   | **Definitions of Race and Ethnicity**  
Film: “Race: The Power of an Illusion. The Story We Tell and The House We Live In.” |
Film: “Cracking the Codes” Sections on Culture and Identity. |
| 4    | 2/18  | **White Privilege and Color Blindness**  
“Race and Fashion,” by Janis Prince Innis.  
Film: “Cracking the Codes” Sections on Bias and Privilege |
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<tr>
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<td><strong>-PRELIMINARY DATA ANALYSIS DUE 3/12</strong></td>
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<td>Week</td>
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Film: “The Confucius School in Hacienda Heights” |
| 9    | 3/23 | SPRING BREAK |
| 9    | 3/25 | SPRING BREAK |
| 10   | 3/30 | **Race and Economic Inequality**  
Interview with Melvin Oliver [http://www.pbs.org/race/000_About/002_04-background-03-05.htm](http://www.pbs.org/race/000_About/002_04-background-03-05.htm)  
Film: “Race: The Power of an Illusion. The House We Live In” |
| 10   | 4/1  | **NO CLASS—QUIZ # 2 DUE ON CANVAS TODAY** |
| 11   | 4/6  | **Environmental Inequality**  
Film: “Unnatural Causes: Place Matters” |
| 11   | 4/8  | **Racialized Representations**  
Film: “Slaying the Dragon: Reloaded. Asian Women in Hollywood and Beyond.” |
| 12   | 4/13 | Film: “Reel Injun” |
Film: “Reel Injun” (Continued) |
<p>| 13   | 4/20 | <strong>PEER REVIEW SESSION: FULL DATA ANALYSIS. BRING HARD COPY TO CLASS.</strong> |
| 13   | 4/22 | <strong>Negotiating Identities</strong> |</p>
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|      |      | **Symbolic Ethnicity, Race, and Multiracial Identities**  
Film Clip: “Black and Latino” |
|      |      | **-FINAL PAPERS DUE 4/30. TURN IN PEER REVIEWED DATA ANALYSIS AND PEER REVIEW SHEETS WITH PAPER** |
|      |      | **QUIZ # 3 DUE ON CANVAS BY 5/7** |
| 16   | 5/11 | **-In-class Research Presentations/Peer Reviews** |
| 16   | 5/13 | **-In-class Research Presentations/Peer Reviews** |
| Final Exam | 5/15, Friday | DMH 226A @ 12:15-2:30 PM  
*In-class Research Presentations/Peer Reviews*  
**Turn in Hard Copy of Presentations**  
**Final Discussion** |